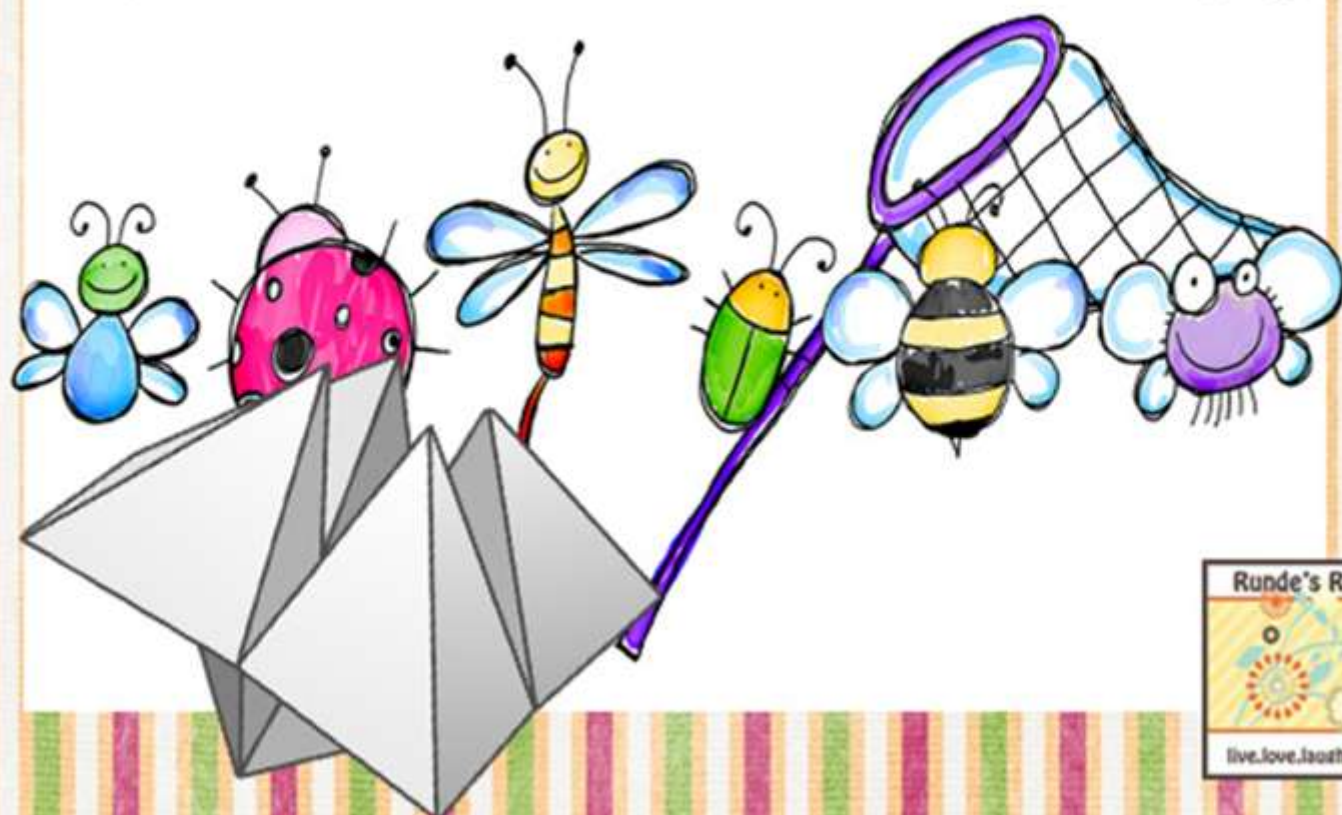


LITPRARY

COOTIE

CATCHERS



## Literary Cootie Catchers

The students love them already, why not use them for a fun lesson or center activity. I'm sure your students already know how to fold the cootie catchers, but if you need a quick review, you can check out this youtube video at:

<http://www.youtube.com/watch?v=h-1Ab1U9Wrw>

For this activity, I've included cootie catchers for different literary concepts. The whole class could use one specific cootie catcher if you are studying one particular concept, or you could assign different groups different concepts if doing a full review. They also make a fun center activity.

To complete the activity, have students cut out the square and fold the cootie catchers. Students must work with a partner. The first partner chooses a color, then the partner holding the cootie catcher spells out the color, moving the flaps in and out, and side to side in time with the letters. The first partner then chooses a number from the inside numbers shown. The partner with the cootie catcher then counts up to this number, in the same manner as before. The second partner then chooses another number from the numbers shown. The partner with the cootie catcher lifts the flap under the number and reads the question or prompt for the first partner to answer.


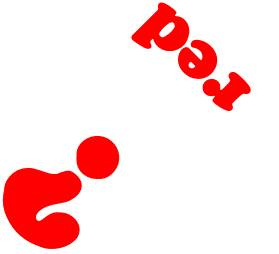


I'm also including a blank template. I think using cootie catchers could be a great way to review before a social studies or science test. Students could come up with questions to write inside the spaces, and get together with a partner to study. The template could also be used to study quick math facts.

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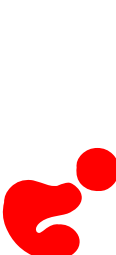










# Author's Purpose (1)

	<b>4 four</b>	<b>5 five</b>	
<b>3 three</b>	Are there examples of the author's opinions in the text? What were they?	Do you think the author achieved his or her intended purpose?	<b>6 six</b>
Were there text features to help you determine the author's purpose? What were they?		Why did the author write the text from a certain point of view?	
	<b>2 two</b>	What kind of person do you think the author is? Why?	<b>7 seven</b>
Why do you think the author wrote your text?		What did the author have to know to write this text?	
<b>1 one</b>	What is the author's purpose for the text you are reading?	<b>8 eight</b>	
<b>blue</b>			<b>purple</b>





# Author's Purpose (2)

	<b>4 four</b>	<b>5 five</b>	
<b>3 three</b>	<p>Can a text have more than one purpose? Explain.</p>	<p>Did the author's purpose affect how you read this text? Explain.</p>	<b>6 six</b>
<p>Did the author share any opinions that show his or her purpose? Explain.</p>	<p>How did you identify the author's purpose for your text?</p>	<p>How did the author's purpose affect word choice in the text? Explain.</p>	<p>How did the beginning of the text introduce the author's purpose?</p>
<p>Give one sentence from your reading today that shows the author's purpose.</p>	<p>What are the three types of author's purpose?</p>	<p>How did the author's purpose affect word choice in the text? Explain.</p>	<b>7 seven</b>
	<b>1 one</b>	<b>8 eight</b>	


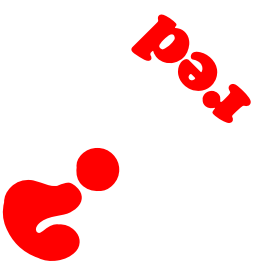


# Characterization (1)

 <b>green</b>	<b>4 four</b>	<b>5 five</b>	 <b>red</b>
<b>3 three</b>	<p>Describe your favorite character and explain why he or she is your favorite.</p>	<p>What are some physical traits that describe your character?</p>	<b>6 six</b>
<b>2 two</b>	<p>Describe your least favorite character and explain why he or she is your least favorite.</p>	<p>What character would you want to be friends with? Why?</p>	<b>7 seven</b>
 <b>blue</b>	<b>1 one</b>	<b>8 eight</b>	 <b>purple</b>





# Characterization (2)

 <b>green</b>	<b>4 four</b>	<b>5 five</b>	 <b>red</b>
<b>3 three</b>	What advice would you give one of the characters in the text? Why?	What would you give the main character for a birthday present? Why?	Which character is most like you? Why?
<b>2 two</b>	How did the main character change throughout the text?	Compare the main character from this text with another text you have read.	<b>7 seven</b>
 <b>blue</b>	<b>1 one</b>	<b>8 eight</b>	 <b>purple</b>

# Figurative Language (1)

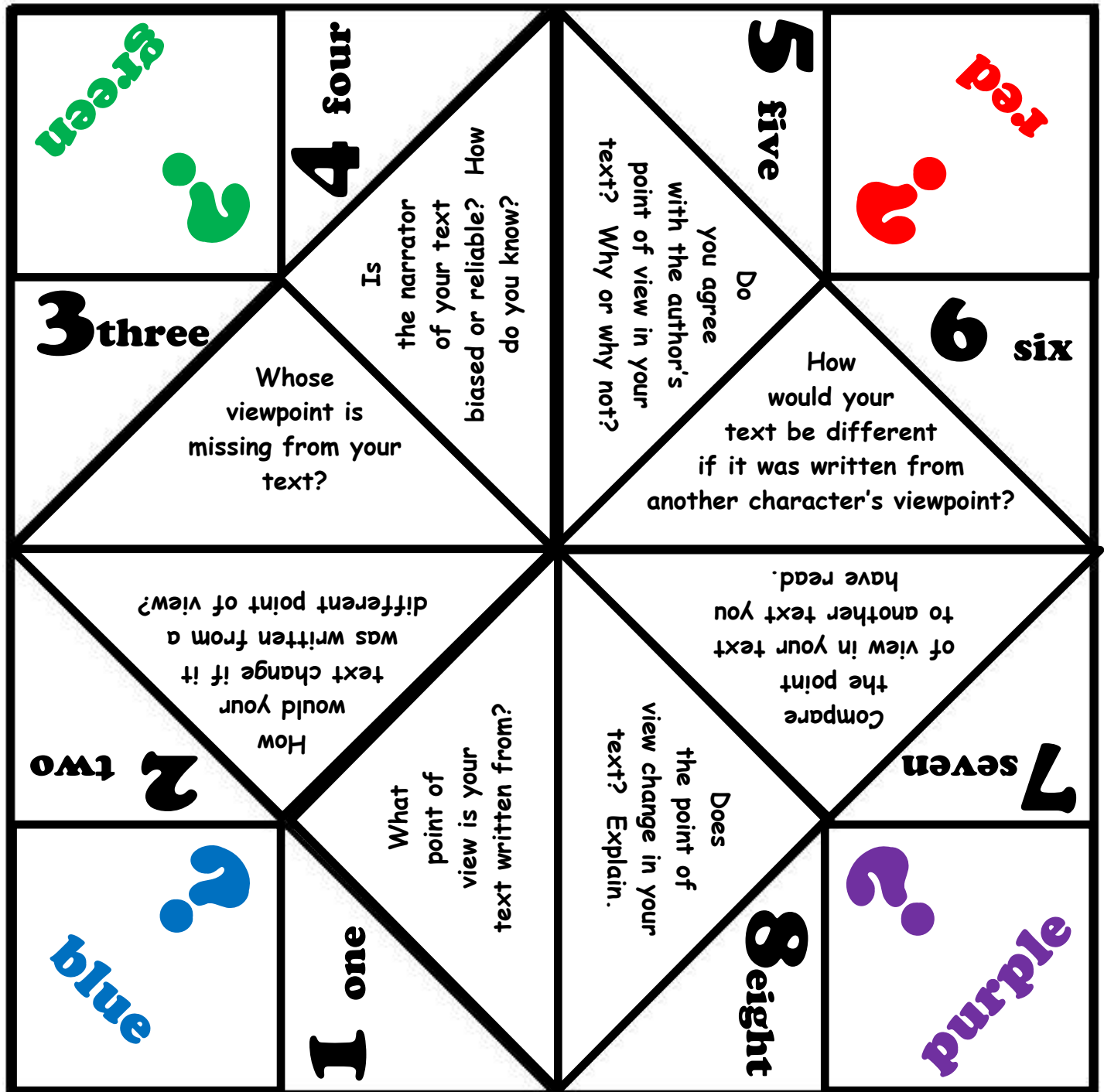
	<b>4</b> four	<b>5</b> five	
<b>3</b> three	Can you find an example of a metaphor in your text? If not, make your own.	What is an idiom? Can you find an example of an idiom in your text? If not, make one up.	<b>6</b> six
Can you find an example of a simile in your text? If not, make your own.	<b>2</b> two	What is a hyperbole? Can you find an example of a hyperbole in your text? If not, make one up.	<b>7</b> seven
	<b>1</b> one	<b>8</b> eight	

# Figurative Language (2)

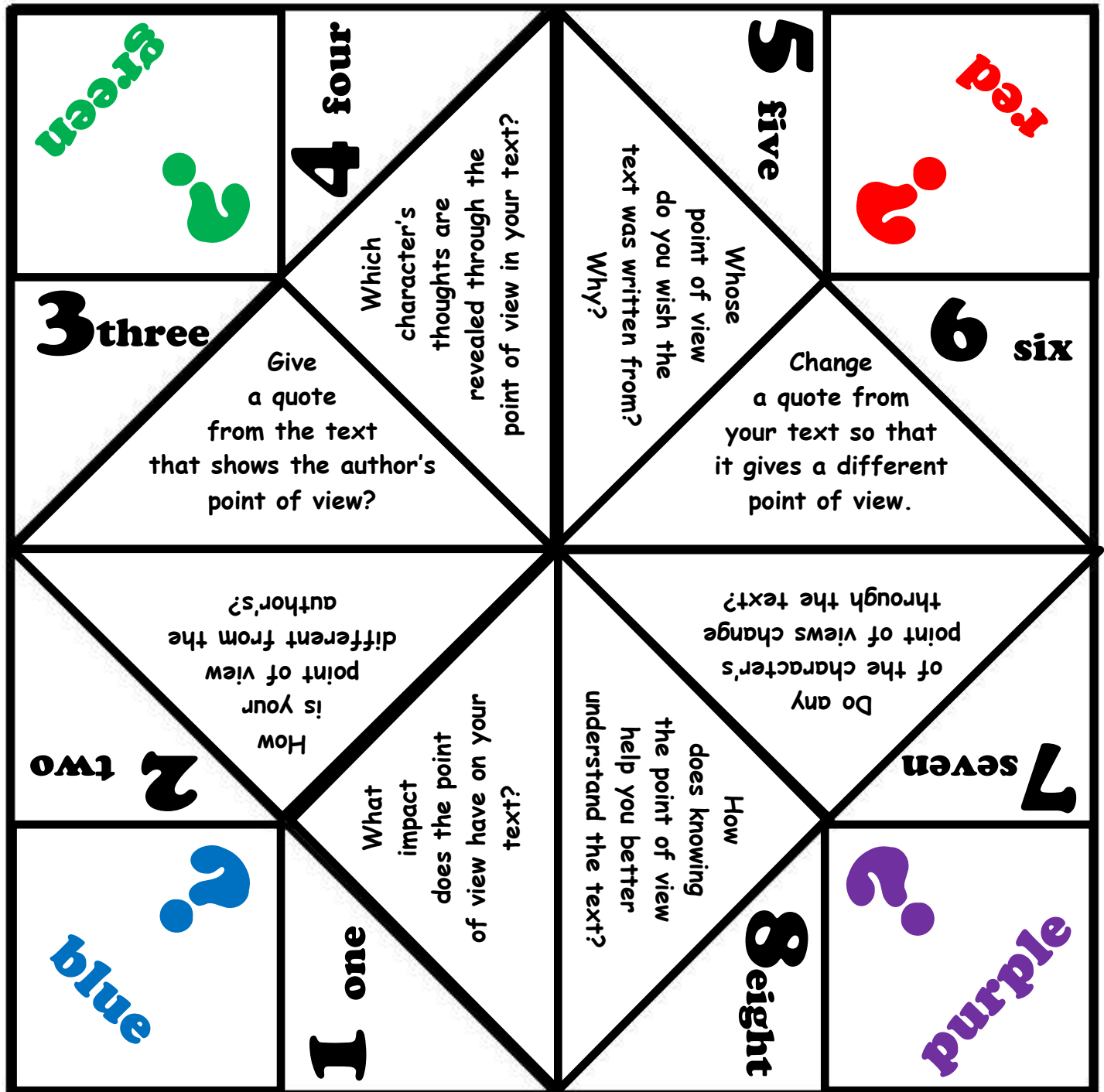
 <b>green</b>	<b>4 four</b>	<b>5 five</b>	 <b>red</b>
<b>3 three</b>	<p>Can you find an example of alliteration in your text? If not, make your own.</p>	<p>Change the title of your text so that it contains alliteration.</p>	<b>6 six</b>
<p>What is alliteration?</p>	<p>Make a hyperbole about the main character in your text.</p>	<p>Make up a simile about the main character in your text.</p>	<b>7 seven</b>
 <b>blue</b>	<p>Can you find an example of personification in your text? If not, make your own.</p>	<p>What is onomatopoeia? Give an example from your text.</p>	 <b>purple</b>
<b>2 two</b>	<p>What is personification?</p>	<b>8 eight</b>	<b>1 one</b>




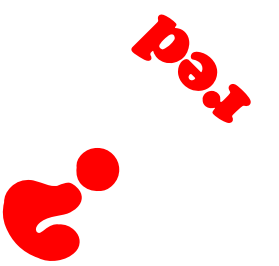


# Point of View (1)




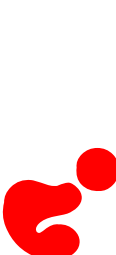


# Point of View (2)



# Tone and Mood (1)

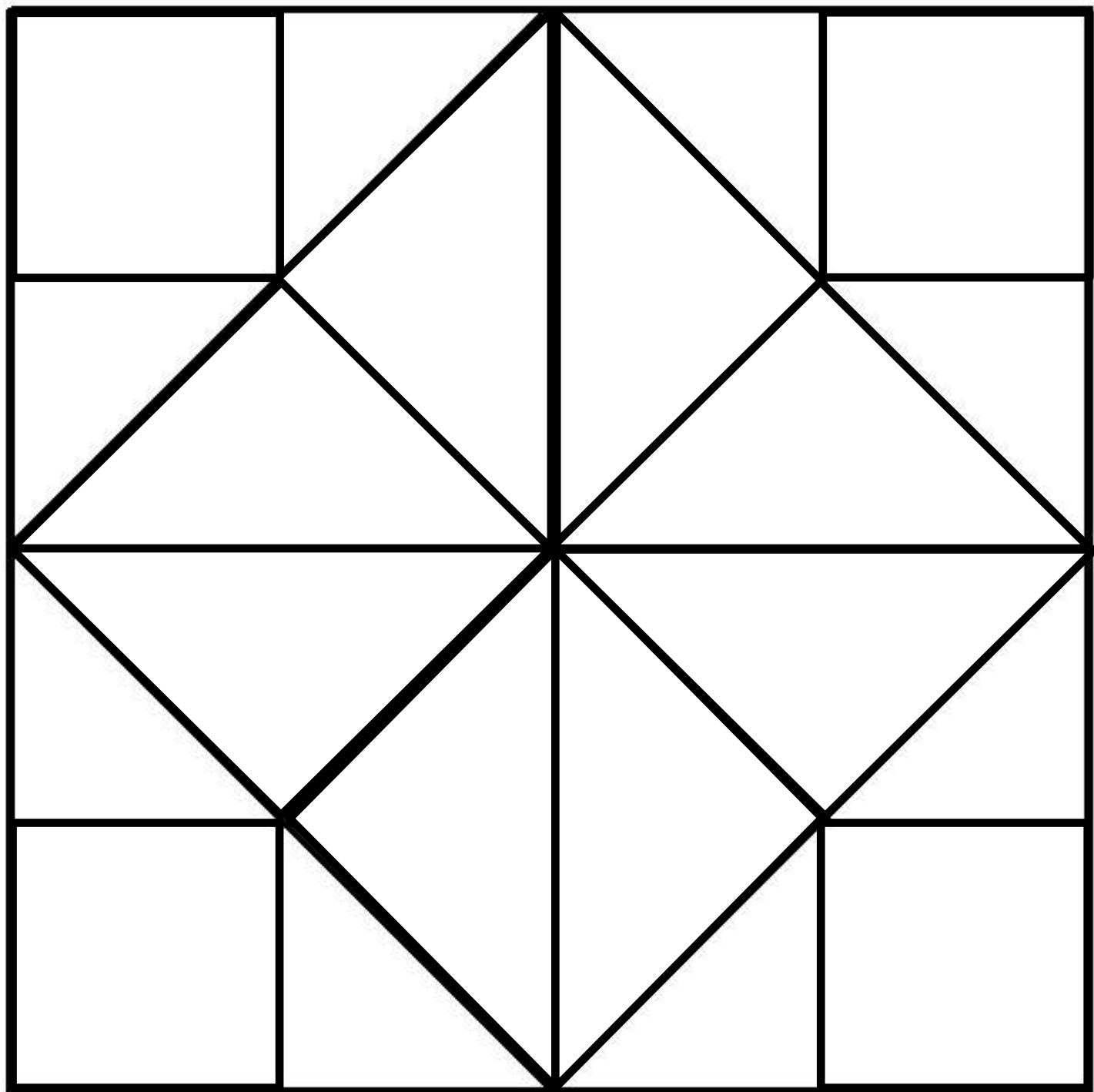
	<b>4</b> four	<b>5</b> five	
<b>3</b> three	Which words from your text help describe the mood?	What words from your text help describe the tone?	<b>6</b> six Compare the mood in your text to another text you have read.
What is the overall mood of your text? Explain.	What is the overall tone of your text? Explain.	Compare the tone in your text to another text you have read.	<b>7</b> seven
	<b>1</b> one What is the difference between tone and mood?	<b>8</b> eight How would the text change if the mood was different? Explain.	

# Tone and Mood (2)

	<b>4 four</b>	<b>5 five</b>	
<b>3 three</b>	<p>How do the characters' actions contribute to the mood or tone in the text?</p>	<p>How does the text make you feel? Explain.</p>	<b>6 six</b>
	<p>How do you think the author feels about his or her writing? Explain.</p>	<p>Does the tone change throughout the text? Explain.</p>	<b>7 seven</b>
	<b>1 one</b>	<b>8 eight</b>	



# Blank Template



# Runde's Room

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I have a large collection of language and math resources suitable for grades between 4 and 10, including my popular writing workshop units and cootie catchers.

If you are looking for novel unit ideas, I have an extensive unit plan for Chris Van Allsburg (an inferring unit focussing on six of his books), as well as a novel unit for Joey Pigza Swallowed the Key. I also have bundles of materials to use while studying the reading comprehension strategies, a HUGE 183-page Reading Comprehension Strategy Resource Binder, and a comprehensive 156-page Literary Elements Resource Binder.

I also have a large collection of products for your SMARTboard, including language lessons, math lessons, math games, music lessons and mini-units, and many more.

Check back often as more products are being added all the time!

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